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## *THE SONS OF PESTALOZZI.*

TRANSLATED FROM THE GERMAN OF CARL GUTZKOW.

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### CHAPTER IX.—(*Continued.*)

L IENHARD NESSELBORN's father had held his position as village teacher for ten years. He had made himself conspicuous in the profession, by a long and successful career as rector of a city school, which position he had resigned for the sake of his health. He was decorated with an order, which his sovereign had bestowed on his twenty-fifth anniversary as a school teacher. Old Nesselborn was a veritable exception among school teachers—having some property of his own, not indeed the fruit of his teaching, but a bequest of some relative. This gave him a certain independence in performing his duties. And his sceptre was by no means an empty phrase, it was both visible and sensible in the shape of an old, dry ox-tail, dangling like Damocles's sword over the heads of the youthful Steinthalers, on the slender horse-hair of his patience. The appointment to his present position he had gained through the influence of his son, Lienhard Nesselborn, with the Baroness de Fernau, formerly Countess of Wildenschwert. For those who had been connected with this lady's former sphere of life, it was sufficient to utter a wish, to have it immediately gratified. Lienhard Nesselborn's father was appointed to the vacant place, and

the difference between his former and present salary was paid from the private purse of the Baroness. The inheritance of Mr. Nesselborn, sen., had considerably diminished, by supporting his older son, Lienhard, at the University, and by the extravagance of a younger son, who had died after a lingering sickness, leaving a widow and daughter in destitute circumstances. His son's widow had since died, and the grandfather was saving for little Gertrude, his granddaughter, what was left of his inheritance.

But we must return to our youthful vagabond, Robert or Bob Bartel. He soon returned from his hiding-place, to re-occupy the post at which we saw him. Having satisfied himself that the 'schulze' and the forester, whose name was Wülfig, had departed, he resumed his former occupation. Not half an hour had thus passed when he suddenly sprang up, and running along the edge of the forest, stopped a man who with slow steps and gloomy features was coming up on the same path that had brought the forester and the "schulze" to the scene. The new comer might have been taken for a laborer in a machine shop, or a charcoal-burner, had not a plume nodding on his hat, a gun hanging over his shoulder, and a cutlass at his side, betokened the hunter. He wore a gray blouse and trowsers, blackened in many places with soot; his hands bore the same marks, indicating his connection with charcoal burning, an occupation largely practised in the forest. On his back he had a large bag, which he let fall to the ground as Bob Bartel stopped him. It was strange that this bag should be filled with large round loaves of bread. One of them, when the heavy burden fell to the ground, rolled into the grass.

"What is the matter?" he asked, when the boy interrupted his progress.

The boy looked wistfully upon the bread which had just come fresh from the bakery. The loaves had still the smell of the oven, and this gratifying odor was made still more pleasant to the olfactory nerves of the hungry boy, by the well-known fragrance of caraway-seed. Bread thus spiced is called "holiday-bread" by the peasants.

"Father sends you word that he will meet you near Wolf's corner at eleven to-night. Mother is in Zwenkau. Mrs. Gitler has paid eight dollars in advance."

The surly looking man of the woods listened to the message, but did not reply. Bob supposing that he had not been understood, repeated his message.

"I have ears, my boy," interrupted the other, and after some deliberation, as if he did not like the message, he added: "Where is your father? He was not below."

"He has to repair a chimney at the tavern in Nauenheim. At eleven, then, at Wolf's corner. It is fine moonlight, said father, and you must not forget it, wood-ward!"

"I know well enough that the moon will shine to-night," replied the other laughing. His face was overgrown with bristling red and grizzly hair. He seized his bag, and cut a piece from the "holiday-bread" for the boy, which the latter began to eat with a will.

"How is your sister Marlene?" continued the wood-ward.

"She is going to accompany father to-night."

"Hum!" The wood-ward laughed loud from under his red beard, and took his departure in high glee, which was evidently owing to the last intelligence conveyed by the boy. The latter cried, "Good-by, Mr. Hennenhöft."

As to the bread-bag, which frequently was seen on Hennenhöft's shoulders, people had made many comments. But of late they seemed to have settled in the opinion that the wood-ward, living alone in the forest, was carrying that bread to his solitary house in order to provide himself with food for a longer period.

Oh wood-ward,<sup>1</sup> lovely herb, celebrated by the poets! How is it that *Asperula odorata* should have been joined with the forbidding form of the ward of the Wildenschwert, now Fernau woods? For the people thou art *the* ward, the master of the woods, the first conquerer, since by thy fragrance, thou art superior to all herb, grass and foliage, which in the days of May are struggling towards the golden light, repeating to the world the eternal miracle of resuscitated nature! Here thy beautiful name has been bestowed on an untoward, ungainly person, who for more than ten years has been superintending the extensive Fernau forests,

<sup>1</sup> Wood-ward, or wood-ruf (*Waldmeister*), the botanical name being *asperula odorata*, a highly fragrant plant, indigenous in German forests, is especially used to increase the aroma of the light German native wines, by placing a few of its branches in decanters filled with wine. From the fact that the herb is gathered in the month of May, this very popular and delicious beverage is called *May-wine*.

overseeing the charcoal-burning, and the production of resin and tar, having the direction of the cutting and re-planting of the forest-trees, while Wülfing, the forester, governs what leaps and creeps, what springs and sings within the forest.

While Bob Bartel, the little vagabond, was preparing for some new pastime, contemplating perhaps a raid on the school-house, to annoy the little flock on their homeward way, the lovely form of a young girl was emerging from the dark shadows of the beeches. The wild bees were playing in the flitting rays of the sun, around her little head, and in her apron lay the fragrant herb which she had just gathered in the forest. To-day being the birth-day of her grandfather, old Mr. Nesselborn, she intended part of her gatherings for the May-wine, with which that dignitary's anniversary was to be celebrated to-night. The aged gentleman had inherited a moderate quantity of wine in bottles from his second son, little Gertrude's father. The number of these bottles was in an inverse ratio to young Gertrude's years. It happened with them as with the Sibylline books. Their value increased as their number decreased. It was seldom that permission was granted to unseal one of the last remembrances of an early extinguished life. Such an exception was made to-day, at Mr. Nesselborn's sixty-eighth birth-day, thanks to the perseverance with which young Gertrude urged the request.

She was now in her thirteenth year. Her figure was tall for her age. Her light brown hair, fell in two long braids over her shoulders, in rural fashion. Her eyes were blue, intelligent, earnest, and even severe when she was assisting her grandfather in teaching school. For this occupation she had a peculiar aptitude. The most of the teaching was done by her grandfather, but her province was the general supervision of the children, the keeping of order, the preparation of junior classes, the control of the studies, and the maintaining of discipline at the children's coming in and going out.

Her complexion being dark, the sun could not do much damage to it when she was working in the garden, which was also her department. In short, she was a model child. Her countenance, always of an exquisite beauty, became



more so as she was gradually developing to womanhood. Thus the bud, while it swells, will indicate by its form even before bursting, the future flower.

Oh, how Gertrude disliked the boy Bob Bartel! And how powerful was her hate! When she was repeating to her pupils, in the Bible-class, the words: "I the Lord thy God am a jealous God, visiting the iniquities of the fathers," etc., her eyes would flash, her hands would clench! So they did now, when she saw that defier and despiser of the school, the frivolous and wicked son of still more frivolous and wicked parents. In order to return to the village, she had to pass the very spot occupied by the boy. When she was near him, one of the corners of her apron gave way, and some of the herbs fell to the ground. Bob immediately ran to her and picked up the plants. But that gallant service did not soften her feelings.

"You ought to be ashamed of yourself," she said, "to idle away your time, instead of being in school. I hardly believe you can write or read your own name."

"O pshaw," was the answer, "I can 'do that as well as other people!"

"And how wicked are the tricks you are playing! The other day you took away the boards over the mill-brook, so that poor old Margaret fell into the water, when she was returning home in the evening."

"Charles Newman did that."

"We all know you were seen at it. But that will soon have an end. The gens d'arme will take you up to school with your hands tied."

"Let him try it," replied the boy, "then my father will kill him."

"Kill him? Then your father must die on the scaffold! But what do *you* know of the sixth commandment, or of religion either!"

The boy laughed scornfully.

Gertrude's anger was rising fast. But the disrespect the boy had shown to religion had this time the effect of repressing her wrath, and awakening in her the determination to convert him. With a rapid glance she had surveyed him. He was bare-foot, and the rules required the children to wear shoes at school. So she began coaxing him to come to

school, and offered to provide him with shoes, if he would come and get them. But the boy scorned her advances. He had brand new boots himself, he said, which he might put on as often as he chose. But he would not go to school anyhow; his father knew more than her father, and could teach him all that was necessary for him to know. Bragging in this style, he went along with her, occasionally interrupting his taunts by whistling on his willow-pipes, or stripping leaves from the overhanging branches, and trying to elicit shrill sounds by putting a broad leaf to his lips.

While they were thus proceeding on their way, Gertrude found a fragment of an old newspaper, lying on the ground.

"Since you are bragging so much," she said, "read this paper!"

With a contemptuous smile he ran over the paper, and returned it to her, as if he had perfectly understood the meaning of the printed words.

"Indeed!" said Gertrude, and began reading the paper. She assumed a mien, as if she was greatly delighted with its contents. "How pretty that is," she said, as if reading to herself. "There was a boy whose greatest wish was to learn a mason's trade." Here she stopped, but seemed to continue reading silently. Bob became attentive, for he was to be a mason. "The boy was afraid to mount the scaffolds and ladders," she continued aloud, "for scaffolds and ladders are high, very high."

That was exactly his own case, and the scaffolds of the masons had been always for him an object of the greatest concern.

"But you ought to read the story yourself, Bob; it is too pretty!" With these words she held the paper before him; he stared awkwardly at it.

"If I had wings, said the boy, I would like to be a roof-slater," continued Gertrude reading, while Bob Bartel was looking with her at the paper. "Then I might put even a vane and a cock on the top of a church-steeple. Scarcely had the boy expressed this desire, when he heard a cock crow in his mother's court-yard, and lo! a small, very small man stood close by the fence —"

Here Gertrude stopped again, and Bob was sorry that Gertrude was now again reading to herself. From time to

time she was laughing, affecting the great interest that she took in the story. Then she read again a few passages aloud :

"You must get a tailor's measure, cried the little man, and if you wish to mount a scaffold or a steeple, you need but—" Here her voice again subsided, but after a minute or two she continued :

"The little apprentice, whose name was Freddy, now always took the tailor's measure with him, when he was going to climb on a scaffold, or on a roof. And all the people wondered how safely little Freddy could walk on the roofs and the scaffolds, and could perform his work so well ! And his master gave him at Christmas a new leather apron, made of the finest chamois, and a trowel of pure, solid silver ; but one day —" Here the little missionary became silent again.

Meanwhile the two had arrived at Steinthal. The heat was oppressive. Bob wiped the perspiration from his forehead.

"Yes, Bob," said she, "you must learn to read by all means. Then you may read for yourself all these beautiful stories ; and I will present you with a book, full of the most charming tales."

"Wait here one minute !" suddenly cried the boy, and ran rapidly to his father's little house which was near. Gertrude wondered what he was going to do ; but she was almost afraid to remain. She knew that Marlene, Bob's oldest sister, was a wicked and dangerous character, shunned by all decent people in the village. Indeed her scolding voice was soon heard :

"What? You are going to school, you crazy fool? You want to put on your boots?"

But Bob Bartel, undismayed by this harangue, ran from the house, pursued by the hooting and taunting of the numerous members of the Bartel family. With his boots on his feet he soon had joined his new friend and protector, Gertrude.

Many educators have awakened the zeal and interest of children by imparting to them the first rudiments of knowledge in the form of fairy tales. This principle Gertrude had just now practically tested.

The school-house, which was entirely slated on both weather-sides (north and west), belonged to a rather remote period, when Germany had not yet understood that teaching did not exclusively belong to discharged soldiers or invalid tailors. It was in the latter part of the last century that a German nobleman, Baron of Rochow, made the first attempt to transfer to the sphere of peasant-life the rather exclusive and aristocratic educational ideas of Basedow, generally called the "philanthropic system." At that time the Steinthal peasantry became alive to the cause of education, and it was then that the school-house was erected. Only a few improvements were needed to make it answer the present requirements, if they were not strained too much. The roof was weather proof, the windows were solid; the south and east fronts were planted with wild vines, which had crept up to the top of the roof. Two large linden-trees, near a stone stair-case with iron railings, gave a refreshing shade to the front rooms, though they made them rather darker than was desirable, and invited singing birds, which by their melodious noise often interfered with the instruction of the classes within.

When Gertrude, partly by moral, partly by manual suasion, marshalled her embarrassed convert into the main school-room, the children were reciting their Bible-lessons. One of the boys was repeating, "Idleness is the beginning of all vice." The effect of Bob Bartel's appearance was instantaneous, and manifested itself in the most tumultuous manner. Even the grandfather could not help joining in the ejaculations of the boys, and found it difficult to restore order. The aged master thought it necessary to address the youthful opponent to universal education in a set speech. He congratulated him upon his joining the cause of progress and civilization. He felt so thankful for being thus unexpectedly released from the dreaded conflict with the ill-famed Bartel family, that he offered a particular prayer in behalf of Robert Bartel. After these preparatory steps he separated his flock in their different departments, of which he had five, in order to spare the feelings of the new comer, and to expose as little as possible his ignorance in the forthcoming "examination" which he had to undergo.

Meanwhile Gertrude had deposited her fragrant burden

on moist sand in the cellar. On her return she had occasion to admire the consummate tact with which her grandfather had taken hold of the boy, who in his examination had exhibited such profound ignorance that he had to be assigned to the very lowest class of beginners. While the more advanced scholars were writing in their copy-books, or cyphering on their slates, or committing their next lessons, he instructed the junior department according to a plan devised by himself in his young days. This was to impart a knowledge of the alphabet by the aid of imagination. It was more than thirty years ago, when object-teaching first came in vogue, that his skilful hand had drawn and painted in water-colors a set of pictures, mounted on pasteboard, which represented the different letters. The letter A was illustrated by the picture of an ape, made familiar to every child by itinerant jugglers; B was made the attribute of a bear; F was represented by a fox; G by a goose; H by a hen; and so on. The entertainment thus afforded to the children was quite exciting. The single pictures were made to have some similitude with the letter represented, which letter was also added in large size. Thus the Egyptian hieroglyphics formed the transition to real letters, and even the old Hebrews gave to their letters forms similar to natural objects. The letter K in old Nesselborn's system was represented by a camel (*Kameel* in German), the form of which animal was borrowed by the old Jews to represent the letter G. As soon as the different forms became perfectly familiar to the children, the pictures were covered, and the letters had to be called without pictorial assistance, when the children would be apt to call the letter K the camel. Even the combinations of letters, as Ab, Ac, Ad, were introduced by means of the same kind of pictures. In these first exercises the existence of two characters, a capital and a small one, for the same letter, and the confusion caused thereby in the minds of the children would often raise the old teacher's indignation against the mediæval monks, who by this supererogatory invention had done a bad service to primary education. How did he lament the fruitlessness of Jacob Grimm's persistent efforts to expel the nuisance of capital letters from our alphabet!

It was in this way that Bob Bartel was initiated by the

old teacher in the mysteries of reading. When school was dismissed at noon, he expressed to Gertrude his fears that the boy might not return to school in the afternoon. But Gertrude was of a different opinion. Punctually at one o'clock Bob Bartel justified her confidence by his re-appearance in the school-room. In the evening Gertrude had a discussion with her grandfather as to what conclusion should be given to the story, the beginning of which she had "read" to the boy. And the old man blessed his grandchild, and with deep emotion thanked her for *her* birth-day present, which was a human soul. Then she said: "As for my story, we must leave that to our minister; he knows the best conclusion for it."

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#### *A NEGLECTED EXERCISE.*

ONE cannot pay frequent visits to the nursery, or watch the development of growing children, without being struck with the progress made from generation to generation by the simple act of getting born. In this way, if in no other, we obtain a satisfying assurance of the perfectibility of the human race, with some glimpses of the process by which, in its various stages, the breed of man is improved. There is consolation in it, too, for the failure of great men to leave offspring as great as themselves; Providence having chosen rather to disperse their inheritance, and make each the humblest of the human family the heir of Moses, and Socrates, and Goethe, and Newton, and Franklin.

In a certain household I have seen a child, scarcely more than a year old, recognize, not only photographic portraits of his parents and relatives, but rude drawings of domestic animals which he had seen. There was nothing specially precocious in this, but Sir John Lubbock tells of savage tribes now existing (for example, in Australia), who utterly fail to comprehend the purpose of drawing: "One traveler showed them a large colored engraving of an aboriginal New Hollander, which some declared to be a ship, others a kangaroo, etc." This fact alone marks the enormous distance between the conditions which, more or less vaguely,

we call barbarism and civilization. The child referred to had also a rather remarkable aptitude for pointing out and being directed to objects both near and remote. Everybody knows what a difference there is among individuals in this respect; but it would appear to be a gift of intellect rather than of eyesight. Mr. Macgregor, in his narrative of travel in the Holy Land,<sup>1</sup> gives an amusing description of his efforts to get from a parcel of Arabs the names of certain villages in plain view. "It was scarcely possible," he says, "to point out any of the knobs on the horizon, so that any two men beside me should agree upon what they were asked to look at." He continues:

"The following catechism will show what had to be digested into knowledge fit to record in a map, and in the colloquy *Q.* is the English enquirer, and *A.* is the answer Arab."

*Q.* You see that little group of huts near the big tree?"

*A.* Yes, where the water flows quiet; that is Absees."

*Q.* And the next huts to the left?"

*A.* Tell el Schady. By the Prophet! it's a fishing station. Great for fishing is the Ingleez; but this is in the reeds ('rab')."

"(Voice in the crowd): 'Dowana' is the name."

*Q.* What name did you say last?"

"(Voice): 'Zahmouda,' (which voice, after much wrangle, turns out to be not the same that spoke first).

*Q.* Which is Zahmouda?"

"(Three people point in three directions, and instantly begin a subsidiary debate).

*Q.* Look along my ramrod. Now, what's the name of the hamlet it points to?"

*A.* Dowana."

*Q.* Why, it's what you said was Absees?"

*A.* El Absees the Howaja sees to the right of Zahmouda."

*Q.* But where is Zahmouda?"

"First voice, and a general chorus—the second voice being stifled by cuffs): 'Next to Tell el Schady.'"

A still higher faculty is needed to understand a topographical drawing—what is technically called a plat or plot,

1 "The Rob Roy on the Jordan," p. 240, Am. Edition.]



or, of buildings, a ground plan. Take an illiterate Irishman and endeavor to show him his way in town or country by a rough sketch of the roads, and turns, and landmarks, and he will study it with the same profit as he would the Cyrillic alphabet or the inscription on the Moabite stone. Here is a three-year old brother of the infant aforementioned, who stands at my elbow as I draw the plan of his home. This, I tell him, is the piazza, and this the front door; now where is the parlor we are in? where shall I draw the piano? where the door leading into the drawing-room? out of which window must we look to see the pond? which one looks on the lawn? etc., etc. And all these questions my little gentleman answers promptly and intelligently.

But let us return to our Arabs. Grant that they saw in the landscape what the strange traveler could not, as an Indian will see to a greater distance on a prairie than a white man not equally at home there, or as a sailor marks the distant ship long before it comes within the landsman's horizon. Bring one of them to apply his eye to a microscope, and, if it were possible to get a report from him of what it revealed to him, we should find it fall far short of what the scientific owner of the instrument could discover with the same power. The educated eye observes not only what is before it but what ought to be there; and knowledge sharpens the vision as spectacles or a lens would sharpen it. The writer had occasion not long ago to examine some photographs printed by a new process, to which it would have been a fatal objection that they reversed nature. The face of a clock easily furnished the proof that they did reverse it, and confirmation was then found in the portrait (of an unknown gentleman) showing the vest buttoned from right to left, and the watch carried in the right hand fob instead of in the left. Except for the fact that he was seeking for a clew, the observer in this case (as would all but one in a thousand) would have failed to notice these two important facts announced by the picture.

A suburban neighbor of mine had driven, on his way to and from the railroad station, for upwards of a year through an avenue of fine trees, and yet, when they were alluded to in his presence, confessed he had never seen them. What

seems gross blindness in this case is only an extreme degree of a common want of perception. Hundreds of persons would observe a rock by the wayside to one who would notice the lichens on it; and fifty might take in the lichens to one who would be struck with the color of them; and ten might distinguish the colors to one who would note that they were more brilliant in winter than in summer. Every specialist will of course see best in the field in which he has most trained himself; but Agassiz was probably right in saying that his practice at the microscope had made him a better shot than the average.

I have dwelt, in the case of the infants with whom I began, on certain powers, in regard to which they not only compare to advantage with the adult savage or ignorant civilized man (strange necessity of speech!), but illustrate very well the tendency of the age. The cultivation of the senses is both the cause and the consequence of our material progress; and our higher systems of education are undergoing a change which will eventually subordinate the imagination to perception, attention, comparison, as being the faculties of the first importance. For if it was true two hundred years ago, as Pascal wrote, that "the world is grown mistrustful, and will believe a thing only when it sees it," much more is it a truism to-day. Now of all the exercises which have thus far been insisted on or tolerated in our American common school instruction, I know of none which more naturally falls in with the scientific requirements of the new education than drawing. Obviously, if rightly taught, it induces those habits of observation and exactness which are the substratum of the skilful chemist, the wise physician, the profound naturalist, the student, in short, or professor of nature in her every guise.

Whoever can learn to write can learn to draw, it has been said, and with truth. There is, indeed, a natural aptness for manipulation which will always make it easier for some to draw well, as to write well, than for others; but the hand will improve in dexterity as the eye will in acuteness, if the intellect itself is capable of being addressed. Natural deficiency can be overcome, as natural talent can be increased, if sufficient pains are taken. The common notion of draw-

ing as an art to be taught, is the copying of pictures already made—a process in no respect different from map drawing, especially when aided by outlines. But one who sets up stakes at varying distances from the pupil—calling for guess measurements—and who ends by playing a game of quoits with him, is really assisting at a drawing-lesson. He too is a good master who takes his pupils into the open air, and calls on them to witness the forms of the clouds, the outlines of the hills, the character of the rocks, the dip of the strata, the shadows which betray the conformation of slopes, or which the cedars fling at sunset across the country lane; tells them the names and characteristic forms of trees, shows the shapes of leaves and the arrangement of branches, and marks the delicate tints of the bare stems in autumn or in winter; notes for them how a dull sky, hiding the brilliant blue which outshines all earthly radiance, brings into relief all the lovely colors of marsh and field; points to the changed aspect of water under different skies, and as it flows over rocks which resist it or are disintegrated by it; discusses the sunrise and the sunset, and the theory of the enlarged appearance of sun and moon on the horizon. It is after walks like these that the pencil will be taken up with a surer grasp, and the copy made be truer to the life, than many a lesson in holding the one or finishing the other.

The ease of drawing should not, however, be underestimated. It is, in fact, immensely difficult to represent things as they are, requiring unwearied patience, single-eyed devotion to truth, and sincere humility. These virtues will be cultivated if the enthusiasm is maintained, but this may flag for want of a little judicious doctrine which the intelligent teacher will covet the opportunity of giving. Examples of the best art will also serve as a stimulus, especially if stress is laid on the principle that the greatest merit of the most eminent artist does not exceed his who works as well and as conscientiously as he knows how. However, I verge here upon Utopian ground. For shall we ever substitute the simple rule of *Do the best you can* for *Try to outdo every body else?*—a rule which would have made France content with being a great nation, instead of striving to be the “grande nation.” Must the ambitious lad, of delicate constitution,

fall out of school because his application is too intense, and the dull boy lapse into indifference because he never can near the head of the class, in order to allow the tougher ones to dispute the rewards of having learned by rote what they are led to consider the sum of all necessary knowledge? Let there be one study at least, which shall correct this narrowness of vision; which shall lay open the infinite breadth of nature and the vast labor needed to compass even the smallest part of her. Let this lead not to despair, but to sober and humble endeavor to seek for knowledge for its own sake—for the realities of the universe, and to put away illusions. Whoever teaches drawing in this spirit may be sure that he is widening the gap between the civilized babe and the adult barbarian, and digging at the common grave of superstition and ignorance.

P. CHAMITE.

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*LEGAL PREVENTION OF ILLITERACY.*

IF Mr. Bergh had set out to organize a Society for Compelling Kindness to Animals, his efforts would scarcely have been crowned with success. The most considerate and tender-hearted horse-owner would resent a law presuming to compel him to treat his beast with humanity; and would most likely be a trifle discourteous to any volunteer inspector of stables who might fall in his way.

But a Society for the Prevention of Cruelty to Animals is a very different matter. It has a specific and legitimate object—the suppression of wrong. It interferes only with the vicious and brutal. The great majority of the community, who feel no disposition to abuse their “poor relations,” and whose sensibilities are shocked by every exhibition of brutality, are protected, not oppressed, by its operations and its founder, though laughed at, now and then, for some real or apparent excess of tender-heartedness, is honored throughout the land, in a practical way that must be very pleasing to him.

It is to be regretted that the originator of the phrase, “Compulsory Education,” had not been blessed with Mr. Bergh’s good judgment in choosing a name, or had not had

a clearer understanding of the real work to be done. *Compulsory Education* is an unhappy expression. It implies something radically different from what it is, or should be, aimed at; and by threatening an offensive and uncalled-for interference with private affairs, it alienates those who would naturally be the warmest friends of the object to be attained, and whose sympathy and support are most required. The great body of American parents desire the education of their children. To very many it is a duty which nothing could induce them to neglect. They are willing even to make great sacrifices for the sake of other and less fortunate children. At this juncture a well-meaning but bungling reformer comes along and says, in effect, if not in so many words: "I will have a law compelling you to educate your children." "We do that already," is the indignant reply; "so far as we are concerned, your law is an impertinence; it is worse, it is insulting. Be so kind as to mind your own affairs."

The trouble is, the would-be reformer is working the wrong lead, as the miners say. The thing to be accomplished is not the compulsory education of all the children in the community, but the securing of school privileges for those that are now deprived of them. The two things are as unlike as a law compelling kindness and a law preventing cruelty. The end to be attained may be the same in both cases, but the way to it is direct and legitimate in the one case, indirect and illegitimate in the other. Laws should be framed to repress and punish wrong-doing, not to restrict the liberty of those who do well.

But there are those who will not do their duty by their children, it is urged, or who do not admit that the education of their children is a duty. What shall be done with them? The answer is simple: Make them do their duty. A man abuses his horse, denies him proper food and care, or drives him when sick or lame—the law does not hesitate to interfere to protect the animal and punish the brute. Shall it do less for a child than for a horse? One of the inalienable rights of every child is a chance to make the best of the life thrust upon him. This right society is bound to respect, and does respect, in part, by protecting the child against

physical maltreatment and cruelty. As our civilization is constituted, a certain amount of learning is as needful in the struggle for existence as a normal development of body and limbs, and the same arguments that justify intervention in the former case justify it in this—when it is necessary. Existing ignorance is mainly beyond our control. Our millions of illiterate men and women will, in all probability, continue illiterate for the rest of their lives. But they will not live forever: and we are able, and it is our duty, to prevent other millions of the same sort, by seeing that the coming generations are kept from growing up unschooled. How shall the community, or the State, or the nation—which are but different names for the people in their collective capacity—go to work to secure this end?

Obviously the first step is to provide sufficient school accommodations for all the children needing instruction. This step has not yet been taken. The second is to offer instruction really suited to meet the necessities of those to be taught. This step will require greater effort than the first, for it demands a thorough overturning of the matter and methods of our popular teaching. The third step is to give instruction at such times, and for such periods, that the children of all classes can avail themselves of it. The prevailing opinion seems to be that the children are for the schools, not the schools for the children. When school managers realize that the reverse is the truth, and act accordingly, there will be fewer children excluded from the schools by their inability to comply with arbitrary and unwise conditions.

After all this forming and reforming has been accomplished, there will, perhaps, be still some children deprived of schooling by the indifference or criminal selfishness of parents and guardians. For these society must interfere; the rights of the children must not be sacrificed to folly or greed. The offending parents and guardians, if there be any, must be compelled to do justice by those in their care. But this contingency is far off. Let us see first whether such compulsory measures are necessary; whether any children *will* be kept from learning when proper instruction is offered them in a proper way, and at a proper time.—*Christian Union.*

## ENGLISH LITERATURE.

## PART NINTH.

## THE PEOPLE'S INFLUENCE, 1700-1870.

*"The multitudinous Public, shaped into personal unity by the magic of abstraction, sits nominal despot on the throne of criticism."*

SAMUEL TAYLOR COLERIDGE.

## THE AGE OF POPE, 1700-1745.

WE have already indicated the fact that since the year 1700, English literature has felt the power of popular influence very strongly. We saw that literature was affected when, in the sixteenth century, there was a great struggle against the power of popery. There was another great struggle in England, and we have marked it somewhat, which only ceased in 1688. It was directed against prerogative, and resulted in permitting more freedom to the people. The sentence at the head of this article is extracted from Coleridge's *Biographia Literaria*, and its meaning will be more apparent, perhaps, if we read it with the context. Speaking of the "petulance and presumption" which he considers will follow the diffusion of literature, Mr. Coleridge says: "In times of old books were as religious oracles; as literature advanced, they next became venerable preceptors; they then descended to the rank of instruction friends; and, as their number increased, they sank still lower to that of entertaining companions; and at present they seem degraded into culprits to hold up their hands at the bar of every self-elected, yet not the less presumptory judge, who choseth to write from humor or interest, from enmity or arrogance, and to abide the decision 'of him that reads in malice, or him that reads after dinner.' The lame retrograde movement may be traced, in the relation which the authors themselves have assumed towards their readers. . . . Poets and philosophers, rendered diffident by their very numbers, addressed themselves to '*learned readers*;' then aimed to conciliate the graces of the '*candid reader*;' till, the critic still rising as the author sank, the amateurs of literature collectively were elected into a municipality of judges, and



addressed as the Town! And now, finally, all men being supposed able to read, and all readers able to judge, the multitudinous Public, shaped into personal unity by the magic of abstraction, sits nominal despot on the throne of criticism."

In spite of the cynical tone of this characteristic passage, we must admit, that it delineates the transition from the days when the author, standing upon a higher plain, condescended to address the public, to the time when, as at the beginning of the last century, he began to appeal directly to the people as his patrons.

We may take Daniel Defoe for our first example of the influence of the people. Dr. Craik says, that "in enlargement of view he was far in advance of all the public men of his time." We perhaps think of him chiefly as a novelist, but he was fifty-eight years of age before he began to write in that style, and had been using his pen for the people a quarter of a century. During these years he had treated almost every subject that the progress of events made prominent. One of his strong traits was honesty, and the fact that he never wrote without a purpose, and an important one, gives a permanent value to what was often only intended for a present emergency. Defoe does not obtrude his personality in his compositions, and is in this respect in strong contrast to Dean Swift, who is considered as at the head of the writers of prose of the period.

The portion of the period of the people's influence under consideration in this paper, from 1700 to 1745, has been called the Age of Pope, for not only does it coincide almost exactly with the literary life of that poet, but he is the most prominent man of literature of the time. Pope's style is analagous to that of the French period which we considered last, but, as Mr. Coleridge says, he belonged to "that school of French poetry condensed and invigorated by English understanding."

Pope's rank among men of letters has been the subject of a great deal of discussion. Mr. Lowell, in his latest work has given us a very thorough disquisition on Pope, which the student will delight to read. Pope was remarkable for his translations and imitations, and this is not characteristic

of a vigorous original author. It is true, however, that some of his works are strongly marked by originality, and that he was successful in producing graceful, pleasing, and harmonious, if not forcible verse. He conceived the great end of an author to be to please his readers, and accepted literary excellence as a good in itself. He was of Romish parentage, though personally his religious convictions were not strong, and his intimacy with the sceptic and libertine, Lord Bolingbroke, exerted an influence upon his character. His education was irregular, his temper irritable and uncontrolled, he was remarkably fond of the society of the fashionable world, and was over-sensitive about the opinion in which he was held by others. He has been styled the "prince of the artificial school of English poetry," and his lack of faith and earnestness is reflected in the age which he influenced. His *Essay on Man*, and *Essay on Criticism*, contain a very large number of lines that appear, from the frequency with which they are quoted, to be indelibly impressed upon the popular mind. The following, taken at random, exemplify this remark:

"Order is Heaven's first law."

"'Tis education forms the common mind:  
Just as the twig is bent, the tree 's inclined."

"Some to church repair,  
Not for the doctrine, but the music there."

"For fools rush in where angels fear to tread."

"The last and greatest art, the art to blot."

And in prose, in which Pope would be considered a master, had he not so high a rank in verse, he has shrewdly remarked, "I never knew any man in my life who could not bear another's misfortunes perfectly like a Christian."

Another writer of this period was Samuel Richardson, who wrote epistolary novels of excessive length entitled *Pamela*, or *Virtue Rewarded*; *Clarissa Harlowe*; and *Sir Charles Grandison*, which are full of minute description, but were eminently popular when they appeared. Richardson did not appear as an author until he had reached the mature age of fifty.

Henry Fielding is sometimes called the father of the English novel. He wrote *Joseph Andrews*, *Tom Jones*, *Amelia*, and *Jonathan Wild*, in which he depicted low life as it then existed.

Jonathan Swift has already been mentioned. He was the author of *Gulliver's Travels*. His life was a mystery, and his works are comparatively little read.

Of the other writers of this time, we must content ourselves with merely mentioning John Gay, who wrote the favorite ballad, *Sweet William's Farewell to Black Eyed Susan*; James Thomson, author of the *Seasons*; Isaac Watts, whose hymns every one knows; Joseph Butler, author of the *Analogy of Religion, Natural and Revealed, to the Constitution and Cause of Nature*; Bishop Berkeley, author of the *Theory of Vision*; Allan Ramsay, who wrote *Lochaber-no-more*; Lady Montagu, the letter-writer; William Shenstone, who wrote the *Schoolmistress*; Edward Young, author of *Night Thoughts*; Laurence Sterne, who wrote *Tristram Shandy*; Thomas Chatterton, the precocious and unfortunate poet; and Tobias George Smollett, author of *Roderick Random*, *Sir Humphrey Clinker*, and a *History of England*.

ARTHUR GILMAN.

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## A DUTCHMAN'S DIFFICULTIES WITH THE ENGLISH LANGUAGE.

### II.

ONE evening, when a party of friends were with us, we had a conversation about the Dutch and the English languages, which soon grew into a friendly and amusing controversy. Steven von Brammelendam, in his usual humorous mood, held that the Dutch was the best and most perfect language in the world. He believed it was spoken in Paradise. One of our friends agreed with him there, in so far that he believed it was spoken by the serpent. Upon this Steven quickly answered: "Natural, for the cunning animal knew that it would not be understood in its own language, which was English." However little complimen-

tary this explanation was to our English feeling, yet Steven earned the applause of the whole company. To prove his assertion as to the perfection of the Dutch language, he pointed at the various sizes of its words. "If you come to us for words," he said, "we can serve you in all manners. We have words so short that they only exist in two letters, for example: *ei*, which in English is *egg*. Here, you see, we are thirty per cent. shorter than you. On the other hand, if you want a long word, take this:

"*Verbeeldingskrachtsontwikkelingswerkzaamheden*, which means: Operations for the development of the power of imagination. Or this: "*Middenwinteravondtydkortingsgespreken*, which means: Intercourses for shortening the time during the evenings in the middle of the winter."

He wrote the words down on a slip of paper, and we could not help admitting that we were unable to put English words of equal length against them. We then tried to imitate him in pronouncing them, by which means the whole company assumed the appearance of an assembly of people who were suffering from sea-sickness, or whose food had got into their windpipe. We gave up the experiment, declaring that our throats were too refined for such barbarous proceedings.

"Barbarous proceedings!" Steven exclaimed cheerfully. "No, *you* are barbarians!" "Barbers!" cried all of us. "Ah, Steven," I said, "you must know better, since you experienced that neither the landlord at the 'Entire,' nor the clerk at the savings bank, was able to 'raze' you." Steven looked into his dictionary.

"Excuse me, I mean you are barbarians," he answered. "Nothing is so barbarous as *your* pronunciation. You speak out *lieutenant* with an *f*, and *colonel* with an *r*. Is that not totally unrhymed? Yesterday I met a gentleman who told me that his name was *Da-el*. He gave me his card, and I read, Mr. *Dalziel*. You swallow up your words like oysters, shells and all. *Cholmondelis* becomes *Chomly*; *Leicester* evaporates into *Lester*; *Colquhoun* melts away into *Kehoon*. What in the world do your letters serve for if you don't speak out them? If you meet with a word of some length, you pick out one syllable, which you pronounce with a strong

accent, while the remaining syllables are rattled away with such a speed that no human ear can understand them. Some days ago, I heard two gentlemen talk over the American war. As far as I could make it out, they disagreed over the question whether the broken union could be restored. In this discussion the one made frequently use of a word which apparently existed in many syllables, but the only one I could understand was *rap*, or *rep*. At length, after much sharp listening, I discovered that it was *irreparableness*. Now, I know this word wholly good. I have hundred times the word *irreparabilis* in Latin read and written. But with *such* a pronunciation would even Cicero, with all his knowledge of Latin, tumble into the ditch. And then, what a ridiculous way of putting the accent!—you place it exactly there where nobody thinks of to place it. *Photography* is composed of two Greek words,—*phos*, light; and *graphia*, writing. The *to* is merely a syllable for to link the two together. It has no meaning of itself; yet you leave the *pho* and the *gra* alone, but you place your accent upon that miserable, good-for-nothing *to*. It is just like building a spire on the roof of a fire-engine house. So I heard, yesterday, two ministers, in full earnestness, discuss the question whether, in *bicentenary*, the accent ought to be on *cen* or on *ten*!"

Steven here paused, but no one wishing to interrupt him, he proceeded: "And were you yet but regular in the placing of your accents! But you are, upon this point, so despotic, that the Turkish Sultan may take his hat off to you. In *photography*, you place the accent upon *to*. Very good; we must allow it, because we can do nothing against it. But, in *photographic*, you at once, without to ask somebody's permission, transplace the accent upon *gra*. This is really inhuman. I protest against such arbitrariness in the name of all the nations who come to your country. We have the right of to expect that your language, as being a human language, be speakoutable, following rules which are learnable by men. But your pronunciation is like a ship without helm and compass in the open sea. I believe it is lighter to set the cackling of ducks and geese upon notes, than to make rules for the pronunciation of the English language."

In this way Steven scolded us in his Anglicised-Dutch style, of which I have tried to give you an idea. While reading over what I have written, however, I find I have only given you a poor copy. Sometimes he was quite unintelligible from translating a Dutch word wrongly, or taking a wrong word from the dictionary. I had then to come in as interpreter, and, with the aid of my knowledge of the Dutch, try to put him on the right track again. I recollect he said, "in this supervision," instead of "in this respect;" "to traduct" for "to translate;" an "underputting" for a "supposition;" to "come over one" for to "agree;" an "underseparation" for a "distinction." To a lady who made an objection to one of his statements, he said, "I believe I can easily overharness you." He meant to say, "I can easily convince you." And there were a great many other odd mistakes which made us laugh heartily, and contributed to our amusement.

Now, as to Steven's invective against our irregular pronunciation, we were obliged to plead guilty. But one of us ventured to say something in defence of our language by pointing out its practical tendency, the simplicity of its grammar, and the conciseness of its structure.

"Oh, speak there not of!" Steven replied, in his amusing tone of mock indignation. "Yes, you are short in your expressions, but one must not ask what you sacrifice to that. You hold house among the foreign languages with true Vandalism, and you break the neck of the finest words to make them useable for your abbreviationism. So by example, take the word *omnibus*. Is that not a beautiful Latin word? Well, how did you handle it? You chopped off its tail, and threw its head and body overboard; and thus you got the word *bus*. On the contrary, with the word *cabriolet*, you went to work in the round-turned manner; you chopped off the head, and threw away body and tail, and thus you have the word *cab*. That is really dealing with languages like a butcher. What a confusion must there come forth!"

"True," I said, interrupting him. "You experienced that yourself the other day, didn't you, when you were staying with Mr. Hayborne, and had to go to a tea-party?"

"Oh, yes," he replied, "it was with the cab. I had dined

with Mr. Hayborne, and we should drink tea by his cousin, Mrs. Johnis (Mrs. Jones). 'We will take a cab,' he said to me. 'A cap?' I asked. 'Is that usage in this country by evening parties?' 'Yes,' he said; 'why not? You see it will rain.' 'Just so,' I answered; 'it would corrupt our hats.' 'Of course, it would,' he said. So I went into the hall to take my cap from the cloth-rake, meanwhile thinking by myself, 'how parsimonious those English are with their hats!' I could not find my cap on the cloth-rake. The servant had brought it above in my sleep-room. I rang the bell for a candle, and went above. Meanwhile the cab came before the door. Mr. Hayborne came up to me. 'What keeps you?' asked he. 'Why,' answered I, 'I cannot find it. The servant said to me it is here upon my sleep-room.' 'What is here?' asked he. 'Why, the cap.' 'The cab?' he said, bursting out. 'Do you expect the cab to come up to your bed-room to take you to a tea-party?' I then comprehended my misguessing, and laughed heartily for it."

"I wonder you speak our language so well after so short a stay in our country," said one. "Oh, I find that it is very difficult," Steven replied; "and I believe that I make much errors." "Of course, there are some faults, but they are not of such a kind as to prevent us from understanding what you mean. They are more amusing than perplexing. As, for instance, when you said you 'went above,' instead of 'upstairs.'"

"Indeed," Steven said. "Do you always say 'upstairs?' Then I suppose you also say, 'under stairs?'" "No, 'downstairs,'" cried some voices.

"Ah, that is very difficult," Steven sighed. "You are very irregular and arbitrary also in the use of your prepositions. How can we ever learn it? You say, by example, that a child, for its support, depends *upon* its parents. Now, is that not absurd? We say, in Dutch, that it depends *from* its parents, and I think that we have it right. For 'to depend' literally signifies 'to hang down,' just as that picture to the wall 'hangs down' from the nail which supports it; thus the child, as it were, 'hangs down' from its parents. Now, would it not be absurd to say that the picture 'hangs



down' *upon* the nail? Just so absurd it is to say that the child depends *upon* its parents."

"I never thought of that," said one; "but I must confess you are right." "I am glad for that," Steven replied. "*Of* that," I remarked, correcting him. "*Of* that? But did I not hear you say this morning that you were 'sorry *for*' something?" "Yes; we say, 'I am glad *of* it,' and I am sorry *for* it.'"

"Ah, that is frightful!" Steven exclaimed. "Glad *of*, and sorry *for*! Just the world turned upside down! The preposition *of* always more or less shuts in the idea of 'disinclining from,'—at least, of 'moving away from.' So you say, by example, that I am *of* Amsterdam, which is the same as *from* Amsterdam. Yet you unite this word with *glad*, which is one of the strong expressions of inclinations towards an object. On the other side, you unite *for*, the preposition of favor and inclination, with *sorry*, a word which expresses grief, displeasure, and dislike."

"Indeed," one of the ladies observed, "it never struck me that we used our prepositions in such a strange way. It really must be perplexing to a foreigner to learn all such irregularities."

"Oh, I am disgusted from them," Steven replied in a joking tone. "*With* them!" several voices burst out. "*With* them?" Steven replied. "Do you say, 'I am disgusted *with* that drunkard?'" "To be sure we do."

"Well that is most absurd. We Dutchmen are disgusted *from* him; we do not want to be *with* him at all. Disgust seems to bring forth a strange effect in you; it drives you to be *with* the object which you dislike. I suppose you consequently say, 'I am pleased *from* my wife and children.'"

"No, no—*with*!" the gentlemen cried. "We are all of us pleased *with* our wives. No mistake about that." "So whether you are disgusted or pleased, it is all the same," Steven replied satirically. "You must always be *with* them."

A great many other prepositions were brought up for discussion, upon which Steven gave his opinion, much to the amusement of the party. Among others, the verb *to put*, with its numerous prepositions and equally numerous

significations, became a source of most amusing controversy. How "to put up," for instance, could mean "to place, to expose, to dwell, and to have fellowship with," it was quite impossible for poor Steven to understand.

In my next, I will give Steven's experience at a public meeting of the "Society for Training School Teachers."

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"THE SCHOOLMASTER IS ABROAD."

SOME of our readers may have forgotten, and others may never have heard, who was the author of this familiar saying. The words were uttered by Lord Brougham, in a speech on the promotion of Wellington to the Premiership after the death of Canning. The connection in which they occur gives added force to them, and many will be glad to scan the whole paragraph in the midst of which the now familiar saying had its first setting:—"Field Marshal, the Duke of Wellington, may take the army, he may take the navy, he may take the great seal, he may take the mitre. I make him a present of them all. Let him come on with his whole force, sword in hand, against the constitution, and the English people will not only beat him back, but laugh at his assaults. In other times the country may have heard with dismay that 'the soldier was abroad.' It will not be so now. Let the soldier be abroad if he will; he can do nothing in this age. There is another personage abroad, a personage less imposing; in the eyes of some, perhaps, insignificant. *The schoolmaster is abroad*; and I trust to him, armed with his primer, against the soldier in full military array."

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THE DIFFERENCE.—"After staying eighteen years in this country," said Prof. Agassiz, "I have repeatedly asked myself what was the difference between the institutions of the old world and those of America; and I have found the answer in a few words. In Europe everything is done to preserve and maintain the rights of the few; in America, *everything is done to make a man of him who has any of the elements of manhood in him.*"

*COMPULSORY ATTENDANCE AT SCHOOL.<sup>1</sup>*

FOR several years the question of compulsory attendance at school has received some consideration in this country. Since our public schools were made practically free in 1867, it has been more seriously discussed, and the advocates of the measure now urge its immediate adoption as the next decisive step of progress.

The pendency of a bill before our present Legislature, "making it compulsory upon parents and guardians to send their children to public or private schools," suggests the propriety of some remarks upon the subject in this report.

The argument in favor of the measure, briefly stated, as I understand it, is that universal education, if not indispensable, is highly conducive to the welfare of the body politic; and that the State, having adopted a system of free public instruction, and having provided to a great extent for its maintenance, should require the attendance of all children of suitable age, who do not receive instruction elsewhere, in order that the benefits of the schools may be fully realized.

It is also contended that such a requirement would not be an unwarrantable interference with the appropriate authority of parents and guardians over their children, but a justifiable intervention in behalf of neglected children who, it is claimed, are entitled to proper care and cultivation of their minds, just as rightfully as they are to food, clothing, or protection.

Compulsory attendance is not a new power in education, although it has never been fully resorted to in any of the United States. The most stringent regulations of the kind, in this country, are those embraced in the laws of our own and of some other States, relative to idle and truant children, and which authorize their arrest and commitment to places of employment and instruction. Our own statute of 1853, upon this subject, is limited to cities and incorporated villages; but it is not enforced, and it is said that similar laws are not executed in the other States. In many of the European States obligatory attendance is an old rule, and in

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<sup>1</sup> Extract from the recent report of Hon. Abram B. Weaver, State Superintendent of Public Instruction, New York.

some of them a rigid one. It has been most thoroughly tested in Norway, Sweden, Denmark, in the greater part of Switzerland, in Prussia where it has been in force for a full century, and in several other German States. It has been attempted at different times in France, where it is said that "compulsory education is ancient and of noble origin," in Austria, Spain, Portugal, and Italy, but has wholly or partially failed. Even in Prussia, which is commonly cited as a model in this and in other school matters, the well nigh universal education which prevails is not, in my opinion, principally due to the stringency of the law requiring attendance.

Any such law, even when strictly executed, in itself educates no one in anything except unquestioning obedience to superior power. It is only a police regulation to bring the bodies of children to the school-room, or to punish for their absence; whereas, the real efficiency of a system of education must depend upon what it teaches, not upon the number of its arrests and penalties; upon its adaptation to the recognized wants and interests of a people, instead of its power to compel their reluctant acceptance of it; upon its moral strength and influence, rather than physical force.

The Prussians believe in education with a unanimity and sincerity which compulsory attendance but faintly expresses. They are not only earnest in this sentiment, but are patiently and persistently thorough in the execution of it. They not only propose universal education, but provide for it in a plan that employs every known facility, and which adopts every discovered improvement.

The operation of their school system is not entrusted to undisciplined novices, to be used by them temporarily as a means to their own ulterior interests. Teachers are as thoroughly trained for their vocation, as those who enter the profession of law or the ministry, and are held to a rigid standard of qualification with reference to their natural adaptation to their work, as well as their learning. Thus prepared, their admission to their profession is a guaranty of superior attainments, and an assurance that they are worthy to become the teachers of the people. In support of all this, public sentiment dignifies the whole enterprise with the highest respectability, and contributes to its service, in teach-

ing and supervision, the best talent of the nation. It is this thoroughness, this completeness, this unyielding pursuit of perfection in the character of the instruction given, that has chiefly done for Prussia the work which so many admire.

This opinion is confirmed by the example of Holland. In a special report particularly devoted to the subject now under consideration, prepared by direction of the Legislature, and transmitted to that body in 1867 by my predecessor in office, the late Hon. Victor M. Rice, it is stated, in connection with an expression, by the author, of his belief "that in this country education can be universal without being compulsory," that "in Holland every adult citizen can read and write. Attendance at school has never been enjoined by law, but supervision has been carried to an extent which would hardly be deemed legitimate in the State of New York. Even in a private school, nobody is permitted to teach without having first been examined and licensed by the proper authorities."

And further, it is recorded "that great efforts had been made, in the debates on the clauses of the law, to procure a more decided recognition by the State of the principle of compulsory education. \* \* \* The usual arguments for compulsory education were adduced—that other countries had successfully established it—that ignorance was making rapid strides for want of it—that in China, where it reigns, all the children can read and write. It was replied that compulsory education was altogether against the habits of the Dutch people."

Here, then, we find two neighboring States in both of which education is practically universal, but in one of which it is obligatory, and in the other voluntary. If compulsion was calculated to exert a controlling influence in the matter, we might expect to find the distinction plainly illustrated in Switzerland, in all parts of which State attendance is obligatory except in the cantons of Geneva, Switz, Uri and Unterwalden. In Geneva, however, it is authoritatively stated that education is so prevalent that, at times, a native adult, who could not read and write, could not be found. Thus, experience has demonstrated that compulsory attend-

ance is neither a certain nor an essential means to universal education.

In view of the proposition to establish it in our own State, the question arises whether we have so completely perfected, applied, and exhausted all approved methods, and so completely failed with them, as to render a resort to it here advantageous and expedient. In my judgment, the educational record and condition of our State give a negative answer to this question.

In prosecuting this inquiry, some consideration of what has thus far been accomplished is necessary to a correct conclusion. Fortunately, New York was settled by a race that, in Holland, founded the first common school system established in Europe. The Dutch colonists, animated by the liberal and enlightened sentiments of their native country, brought the schoolmaster with them to their new home; and it is claimed by writers, who have investigated the subject, as a historic fact based upon early colonial records, that they opened in New Amsterdam, now New York city, the first public school in America.

More distinct mention of the schoolmaster, as an officer of the West India Company in 1629 and 1633, and also of a public tax for his maintenance in 1638, is made in the authentic records of that company, which, at the dates mentioned, administered the affairs of the colony under the auspices of the home government. As the number of settlements in the colony increased, the public schools multiplied and were uniformly cherished by the people.

But it was not until 1795, that the State aided the work. At that time there was appropriated the sum of fifty thousand dollars a year for five years, "for the purpose of encouraging and maintaining schools in the several cities and towns in this State, in which the children of the inhabitants, residing in this State," should be instructed in certain specified branches of a good English education. A plan for general education was first adopted in 1812, when our common school system was inaugurated. The original school term of three months in the year has been lengthened by several extensions to its present legal limit of twenty-eight weeks.



The rate bill plan, that repelled attendance by directly taxing it, was in force from 1814 until 1867, except during the brief trial of the free school law of 1849, which was not in peaceful operation long enough to exert any material influence upon the condition of education, and which, though twice approved by the popular vote, was declared unconstitutional by the courts on account of its conditional provisions, and was repealed in 1851, when a State tax of \$800,000 annually was substituted.

In 1856, a general school tax of three-fourths of a mill upon each dollar of valuation was authorized, and the avails of that tax, together with the income of the Common School Fund established in 1805, and such part of the income of the United States Deposit Fund as was annually appropriated therefor, and which in the aggregate never exceeded \$1,468,423 in any one year, constituted the largest amount of pecuniary aid annually contributed by the State, to the work of Public Instruction, prior to 1867, when our school system was radically amended and its efficiency greatly improved.

The rate bill was then abolished, and the true practice of making attendance free, and of making the cost of the public schools a charge upon property by general and local taxation, was applied and still continues. The general tax for public schools was increased to one and one-fourth of a mill upon the dollar. That tax now yields nearly two and one half million dollars, which sum is augmented by the appropriated income of the permanent funds above-mentioned, so that the aggregate amount of public school moneys annually disbursed by the State, at the present time, is about two million eight hundred thousand dollars. As a consequence, the aggregate attendance which in 1867, the last year of rate bills, was 949,203, increased to 970,842 in 1868; 998,664 in 1869; and 1,026,447 in 1870. All this increase occurred in the public schools. Official reports giving the aggregate annual attendance at all our institutions of learning from 1864, when the present basis of enumeration, which includes all between five and twenty-one years of age, was adopted, to the present time, indicate the ratio of attendance in the several years, as follows :



| Years.    | No. of Children<br>between 5 & 21. | Whole No. attending<br>Public schools. | Total in all<br>schools. | Per cent. in<br>all schools. |
|-----------|------------------------------------|--|--------------------------|------------------------------|
| 1864..... | 1,307,822                          | 881,154                                | 951,677                  | 72.8                         |
| 1865..... | 1,398,759                          | 916,617                                | 1,007,737                | 72.4                         |
| 1866..... | 1,364,675                          | 919,309                                | 1,019,069                | 74.7                         |
| 1867..... | 1,375,982                          | 946,203                                | 1,058,165                | 76.8                         |
| 1868..... | 1,464,669                          | 970,842                                | 1,128,142                | 77.                          |
| 1869..... | 1,463,299                          | 998,664                                | 1,161,155                | 79.4                         |
| 1870..... | 1,480,761                          | 1,026,447                              | 1,192,094                | 80.3                         |

Let it be distinctly noted, that, in one single year of a period of tuition embracing sixteen years, more than eighty per cent of all children within the State, between the ages of five and twenty-one years, attended some public or private school. Of that number, all those in the public schools attended for an average term of about four months.

But our period of pupilage is eight years longer than that of Prussia, which includes only those between six and fourteen years of age, and our ratio of attendance is correspondingly less by reason of the greater number embraced in our enumeration. Making a just allowance for the number of those below six years of age, who are not sent to school because of their infancy, and another just allowance for those between fourteen and twenty-one, who have acquired a sufficient business education, and have betaken themselves to active pursuits, and still another just allowance for those who, although they do not attend school during any one particular year, have attended or probably will attend during several of the other fifteen years of the school period, and, I believe, it is a fair conclusion that the school attendance in our State is at least ninety per cent upon a basis like that of Prussia.

Our latest statistics, made without reference to this question, show that the number of scholars attending school in 1870 was greater than the whole number of persons in the State between six and fourteen years of age, or between six and seventeen.

It is a notorious fact that the principal part of the ten per cent of absentees consists of the homeless and truant children of dissolute and improvident parents in the cities and villages; while the experience of every observing person tells him that cases are extremely rare of parents who pro-

vide for their children in other respects, but who wholly neglect their education. These vagrants could not be held practically amenable to a law merely enforcing attendance, because they are destitute of food, clothing and shelter.

But there is a law upon our statute books applicable to their condition, and which, if enforced, would remedy the greater part and the worst part of the delinquency complained of. That law is the act of 1853, "to provide for the care and instruction of idle and truant children," and that law is a dead letter. The enforcement of it would satisfy every argument that can be advanced in favor of compulsion, to the extent of the great number of persons subject to its provisions, and, in addition, would supply them with physical comforts unprovided by parental care, train them to habits of industry, rescue them from the depravity to which they are exposed, and give them an opportunity to become respectable citizens. And yet, with such a statute unemployed, a demand is made for a compulsory law which could not be enforced against the destitute classes amenable to the existing law, but which would be directed against those who are not idle, nor truant, nor vagrant, nor vicious, and which might be made the means of annoyance and oppression to many well disposed people.

Moreover, the statistics above referred to show incontrovertibly, in my judgment, a better result in the matter of attendance than in any other one feature of our schools. The people have already, by their own voluntary action, contributed an attendance which more nearly approaches completeness, than the instruction approximates a reasonable standard of excellence.

Our school system is, throughout, more perfect in organization, than in results. It is palpable that the prominent defect, that calls for speedy reformation, is not incomplete attendance, but poor teaching. This is partly inexcusable, but is chiefly owing to the immaturity of our educational work. In this remark, I speak of the State at large, with its twelve thousand schools. I would not wantonly disparage them. In the popular estimation of the country, and according to reliable accounts, they are equal to those of other States, though not so systematically lauded as some. In all parts of our State, we have great numbers of teachers

and of schools that might profitably be taken as models here or elsewhere.

I do not allege that any of our schools are not worth attending. I speak of the needed improvement in the particular mentioned, in comparison with compulsion, as a means of securing attendance; and I contend that, before sending out ministers of the law to force children to school, we should place genuine teachers in the school-rooms to attract them, and faithful officers in the field to supervise the work and to cultivate an enlightened public sentiment which, by its radiance, shall render the pathway to the school bright and clear. Let the attendance at school of every child within the State be secured, and that would not improve the schools in other respects; but let the schools be made what they should be in themselves, and it is more than probable that there will be no occasion to send for pupils. In any event, the improvement in question should be made, and, in my judgment, it should be made before resorting to the doubtful experiment of compulsion. It cannot be done suddenly, by legislation. The reform must be worked out. It was to accomplish this very object that, in 1866, our Normal school system, which at that time embraced but two schools, was expanded by the establishment of four more. The number has since been increased to nine, of which six are now in operation, and two more will soon be opened. It is thus apparent that this project is still immature, and, before the influence of these training schools for teachers has been developed and exerted, it would seem to be unwise to adopt force as a substitute.

There is another consideration worthy of notice in discussing this question. Our people need education in something besides the elementary branches taught in the schools. If it is desirable that they should be able to read and write, in order to inform themselves so as to judge correctly and act prudently in public affairs, it is equally important that the habit of self-control be constantly cultivated. It is perfectly consistent for a monarchical government, which manages all its concerns by the exercise of a central power, to enforce education, although it might otherwise become as thorough and as general. That policy inculcates submission to arbitrary authority. The habit of acting under

command, even in matters which are proper, destroys manhood, and begets a servile disposition; while freedom in the exercise of one great privilege might awaken a spirit of independence, and a consciousness of capacity dangerous to potentates who claim the right to rule. But the citizens of a free State need the discipline of self-government. They should understand that there is a personal interest in the willing discharge of every public duty. They must learn to take care of themselves in the matter of education, as in other respects, if they would remain their own masters. They should realize that power belongs to them, and, in addition, not only that the instruction of the schools is beneficial, but that the education which results from the practice of inquiring, and of doing voluntarily, what is essential to the intelligent exercise of their power, is also essential to its preservation. The secure foundation of a free government is not alone the preference of a people, but their willingness to keep themselves prepared to administer it successfully. That disposition must be kept alive and active by constant exercise; and when it becomes so deadened that compulsion must be used instead, the spirit of freedom will have perished already, and the form will not long survive.

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FRENCH MODESTY.—M. Teydeau, a French author of some note, closes a letter to the N. Y. *Tribune* with the following characteristic remarks: "The horrible year of 1870, "which will be in history forever accursed, year of death, "year of sterility, will not give its date to a book, to a statue "or to a picture, or to a page of music, or to a scientific "discovery, or to any progress whatever in any part of the "globe, for the day when France extinguishes her torch, darkness "covers the universe." The whole letter is an amusing pendant to the bombastic shriek of Victor Hugo, who declared in a "proclamation," addressed to the Prussians, that Paris was the light of the world, and that its capture would be a crime against civilization and mankind (!)

F. H.

"HARD STUDY KILLS NOBODY."

ONE of the many arguments for compulsory education may be found in the fact that many anxious mothers entertain the curious notion that *brainwork impedes the physical development of the child*. When parents are remonstrated with for not sending their children to school, they frequently reply, that they are afraid lest the mental exertion involved in learning, studying and committing to memory, may prove detrimental to the bodily growth of their little ones. It is true, parents generally acknowledge the importance of regular instruction, but, as their own children are uncommonly apt to pick up knowledge, singularly quick to comprehend, greedy of information, and ever ready to grasp at mental food, as, in fact, *their* children are perfect prodigies, it would be highly dangerous to burden the sensitive and delicate frames with the daily work of school life: regular recitations would only overtask the precocious intellect. What is needed, in the opinion of many parents, is to check the morbid ambition of their wonderful children, and to restrain their inordinate thirst for knowledge, lest they become enfeebled and eventually crippled by the great strain to which their brain is exposed in school.

There are, within a stone's throw of my residence, several families in which children whose ages range from eight to thirteen years, are kept out of school on such a frivolous pretext. They are allowed to spend their time in listless idleness, to roam in the streets (whenever the weather is mild enough for the tender plants), to pour over trashy story-books, and to hang about generally.

The truth of the matter is, that mental exertion *per se*, so far from interfering with a healthy expansion of the body, actually promotes it, inasmuch as a harmonious growth of the whole man depends upon the uniform development of *all* faculties—physical, mental and moral. Brainwork is injurious to bodily health only so far as it encroaches upon that portion of time which ought and should be given to physical training, recreation and out-door play. What the proper ratio of study to exercise and amusement should be, is a question which cannot be settled by any abstract rule. The answer must and ever will vary in different cases. But

it admits of no doubt, that a certain amount of mental *work* is as necessary for the young as a certain amount of play. If "all work makes Jack a dull boy," all play will make of him something worse. Moreover, those very children whose natural propensity to acquire knowledge is thus neglected and "restrained" under the mistaken idea that any amount, however small, of earnest and systematic school-work will weaken the frame, are not the ones to be eager and hearty in their play. They are, in a great majority of instances, permitted to waste their time in a kind of "busy indolence," lounging in rocking-chairs, engaging in the small talk of family gossip, and perhaps weakening their "preconscious" intellect by reading insipid stories and novelettes, that make nobody either wiser, or happier, or better.

It is refreshing to meet with such articles as the one we quote from Hall's *Journal of Health*. The writer seems to hit the nail on the head when he says: "Thought is the life of the brain, as exercise is the life of the body. There can be no more such a thing as a healthy brain, as to the mental department, without thought or study, than there can be a healthful body without exercise. And as physical exercise preserves the body in health, so thought, which is the exercise of the brain, keeps it well. But here the parallel ends; we may exercise work too much, but we cannot think too much in the way of expressing ourselves, for both writing and talking are a relief to the mind; they are, in a sense, its play, its diversion. Pent-up thoughts may kill, as pent-up steam wrecks the locomotive. The expression of thought is like working off the steam from the boiler. When clergymen break down, or public men or professors in colleges or other literary institutions get sick and die, the universal cry is 'study,' 'too much mental application.' It is never so; not in a single case since the world began; we defy proof, and will open our pages to any authenticated case. If a man will himself sleep enough, and will eat enough nutritious food at proper intervals, and will spend two or three hours in the open air every day, he may study and work and write until he is as gray as a thousand rats, and will still be young in mental vigor and clearness. When was there a man of renown who lived plainly, regularly, and temperately, and died early?"

STOCKBRIDGE, MASS.

F. H.



## CRAMMING IN BOSTON.

THE Boston correspondent of the *New York Tribune*, (whom we believe to be Mr. Lawson) makes some startling developments regarding the Boston Public Latin School, and gives some opinions of physicians and clergymen, which we reprint.

In New England we are proud of our schools—but they are not perfect. In this city we have many noble schools, but they are to a considerable extent as imperfect in their system of education as they are in their system of construction. In Boston we have always looked upon our Public Latin School as the best educational institution of the kind in the country. Wendell Phillips has said it has no equal in the world, although the School Committee do not think so. It is a good school; but recent developments in regard to the discipline there would indicate that it is rapidly tending to destroy the bodies and minds of its pupils by the cramming system.

A few weeks ago, Stillman B. Allen, Esq., of this city, a well-known member of the Suffolk bar, and also prominently identified with our religious and educational interests, and who has a son in the Latin school, after investigating the regulations of the school, was of the opinion that some reform there was imperatively necessary. The Latin school has about 250 scholars. Mr. Allen had printed a circular, which he caused to be given to the pupils, with the request that they should hand it to their parents to sign, if it was consistent with their ideas on the subject. The following is a copy of the circular:

*To the School Committee of the City of Boston :*

The undersigned, parents or guardian of one or more boys in the Public Latin School, respectfully represent that, by present regulations, many of the boys are required to study five hours a day in school and three hours out of school, which, allowing two hours and a half for going to and returning from school and for dinner, occupies all the time from half-past 8 o'clock A. M. to seven in the evening, every day, from Monday morning to Saturday night, thus giving little or no time for rest or recreation, and leaving the boys weary and exhausted at the close of each week. A strong healthy body is essential to usefulness, and we believe that this requires, and that vigor of mind would be promoted by allowing more time for rest, and that proficiency in studies would in the end be promoted by the strength of both body and mind thus acquired. We therefore respectfully ask that in this school no attendance or studies be required on any Saturday except the one set apart in every month for public exercises.

The circular was, unexpectedly, signed by 203 parents of boys in the school. Mr. Allen's next step was to get the doctors enlisted in an opposition to the cramming system of the school, and he succeeded admirably. The following circular was sent out:



DEAR DOCTOR—Assured that you take an interest in the education of the young, and have a special regard for our Public Latin School, which is sending so many boys to Harvard and other colleges, I beg to call your attention to the petition, a copy of which is enclosed and which many parents will soon present to the School Committee. None know better than a physician the value of health and vigor of body and mind to the scholar, and if in your opinion the rest asked for, after the intense study of five days, would conduce thereto, will you please to sign and return to me by mail the memorandum on the next page, adding such further statement or suggestion as occurs to you? Hoping to hear from you without delay, I am, &c.

The result was that 153 of the best physicians in Boston signed the circular, including Drs. Bowditch, Williams, Foye, Nichols, C. A. Walker, Read, and others of equally eminent note. Dr. C. A. Walker signed the petition, and added that "this overtaxing of the young often laid the foundation of paralysis, softening of the brain, and kindred diseases, now becoming fearfully prevalent." The petition was as follows—

*To the School Committee of the City of Boston :*

The undersigned, a physician in regular practice in the city of Boston, respectfully represents that his attention has been called to a petition about to be presented to you by the parents of boys in the Public Latin School, asking "that in this school no attendance or studies be required on any Saturday except the one set apart in every month for public exercises." The suggestions in the petition named meet my views. I am clearly of opinion that the rest asked for would promote the health of the boys and add to their mental vigor, and I therefore concur with and join in said petition.

Subjoined are some of the memoranda made by some of the physicians, which were numerous and unanimous :

Dr. Clement A. Walker, Superintendent of the City Hospital for the Insane, says : "I cannot doubt that the modern system of forcing the tender brain of youth lays the foundation for the brain and nervous disorders of after years—the cases of melancholia, paralysis, softening of the brain, and kindred diseases becoming so fearfully prevalent. Lessons that require more than two hours of study out of school are too long. I have been a teacher, and I think I know." Dr. Daniel V. Foltz says : "I have had two sons complete the Latin School course of instruction, and both had ruined constitutions as the consequence. One sleeps in Mount Auburn, and the other was obliged to leave college without finishing the course, and has never been able to resume his studies. Both are melancholy comments on the overtaxing, exhausting system of instruction pursued." Dr. E. B. Moore says : "I am of the opinion that no lessons should be assigned to *scholars out of school*, leaving it voluntary with each to study or rest. I have a son now in the insane asylum, the result of excessive study and disappointed ambition." Dr. George W. Gray says : "I wish that in all of our schools the pupil might be made to remember less, and think and reflect more. Our minds, like our stomachs, can digest just so much and any over spoils the whole—especially is it so with the young—before the mind becomes matured." Dr. Peter D. Walsh says : "The result is an over-taxed brain, a dwarfed body, a weakened intellect, a variety of diseases, and premature grave." Dr. Joseph H. Warren says : "I now cordially sign the above, as I

can see the ill effects on our son, now attending this school, from the long continued drill required in study, without sufficient rest for mind or body." Dr. Charles C. Street says: "And for the same reason I am fully convinced that no school should be allowed to have a session on Saturday." Dr. Arthur H. Nichols says: "From my own experience, having spent six years at Boston Latin School, I can bear witness to the fact that the constant indoor confinement of the boys often results in serious and permanent injury to health." Dr. George A. Stuart says: "Of late years the majority of diseases seem to have assumed a nervous type, which in most cases may be traced to over-taxation of the mental powers of the young, both male and female. To quote a countryman of mine, 'It is weel enouch to teach the young idea how to shoot, but dinna use too big a gun.'" Dr. Alfred C. Garrett says: "I most heartily approve of this step, as two of my boys have been in this school. The study out of school hours ought to be abolished." Dr. Charles Both says: "I would not allow my own child to study more than three hours a day. If a child cannot in this time acquire the wisdom of any professor ordinarily spoken, either such child, teacher, or teachers, must be idiots." Dr. J. B. Treadwell says: "Hundreds of pupils of our public schools are ruined in health every year; this I know from personal observation. I take great pleasure in aiding any scheme for reducing the hours of study." Dr. Howard F. Damon says: "The amount of vital power has its limits, and these limits, in my judgment, are far exceeded by the present system of over-taxing the pupils in our public schools, and especially in the Public Latin School."

Mr. Allen labored to secure the influence of the clergy, and addressed the following circular to many of them:

REV. AND DEAR SIR—Knowing the interest you take in the education of the young, and the special regard you have for the Public Latin School, which is preparing so many of our boys for the various colleges and universities, I beg to call your attention to the petition, a copy of which is enclosed, which many of the parents will soon present to the School Committee. The long hours of hard study—the most severe in any preparatory school in the country—if continued to Saturday night, leave the boys weak and tired and unfit to enjoy the rest and teachings of the Sabbath day. It is within the knowledge of the writer, that some of the boys, too exhausted by the protracted labors of the week to master Saturday's lessons for Monday's recitations, regularly study them on the Sabbath rather than lose place in their classes. Make Saturday a day of mental rest, of physical exercise and recreation, so that the Sabbath may be a day of bodily rest and of pleasant studies of those great truths which no scholar should forget or neglect, and on Monday the boys, fresh, vigorous and clear-headed, will be ready for the classics again. If you concur with the views expressed in the enclosed petition, will you please to sign and return to me the memorandum?

Sixty-five clergymen of the city, both Protestant and Catholic, signed the petition annexed to the circular. Among them were the Revs. E. E. Hale, James Freeman Clarke, D. C. Eddy, Wm. B. Wright, A. A. Minor, J. D. Fulton, R. C. Blumkersrof, E. C. Webb, E. Cheney, and others of distinguished note; and all of whom expressed the deepest and warmest interest in the reform. This does not, however, embrace all the evils of our school system, but is one step

in the right direction. A great wrong has unwittingly been going on in our midst. The bodies and minds of the young have alike been dwarfed and injured by the terrible pressure brought to bear upon them; and now that the attention of parents, physicians, and clergymen—the part of Boston which thinks and feels—has been called to some of the evils, there is hope that a better state of things may be inaugurated, and the “slaughter of the innocents” cease.

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### THE NAMES OF PAPER.

PRINTERS are sometimes asked why various kinds of papers obtain the peculiar names they bear. Here is the reason: In ancient times, when comparatively few people could read, pictures of every kind were much in use where writing would now be employed. Every shop, for instance, had its sign, as well as every public house; and those signs were not then, as they are often now, only painted upon a board, but were invariably actual models of the thing which the sign expressed—as we still occasionally see some such sign as a bee-hive, a tea-canister, or a doll, and the like. For the same reason printers employed some device, which they put upon the title-pages and at the end of their books. And paper-makers also introduced marks by way of distinguishing the paper of their manufacture from that of others; which marks, becoming common, naturally gave their names to different sorts of paper. A favorite paper-mark, between 1540 and 1560, was the jug or pot, and would appear to have originated the term *pot* paper. The foolscap was a later device, and does not appear to have been nearly of such long continuance as the former. It has given place to the figure of Britannia, or that of a lion rampant supporting the cap of liberty on a pole. The name, however, has continued, and we still denominate paper of a particular size by the title of “foolscap.” Post paper seems to have derived its name from the post-horn, which at one time was its distinguishing mark. It does not appear to have been used prior to the establishment of the general post-office, (1670,) when it became a custom to blow a horn; to which circumstance, no doubt, we may attribute its introduction. Bath post is so named after that fashionable city.—*Exchange.*

*MISCELLANEA.*

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**H**ON. ABRAM B. WEAVER has been re-elected, for a term of three years, Superintendent of Public Instruction of the State of New York. By all parties his past administration has been pronounced "honest, impartial, and distinguished by commanding ability."

PROF. J. A. PRINDLE, who succeeded Dr. John W. Armstrong as Teacher of Natural Sciences in the Oswego State Normal School, has resigned, and the place has been filled by the appointment of Prof. Edwin A. Strong, a gentleman of ripe scholarship and superior abilities.

PROF. H. B. BUCKMAN, of Waterbury, Conn., has been appointed principal of the new State Normal School at Buffalo. The remainder of the faculty has not yet been chosen.

HON. W. JOHNSON has been re-appointed State Superintendent of Public Schools of Maine.

HON. M. B. HOPKINS succeeded Mr. B. C. Hobbs as State Superintendent of Public Instruction in Indiana, on the 15th of March.

REV. CHAS. K. BEECHER, of Massachusetts, has been appointed State Superintendent of Public Instruction in Florida.

AT a school exhibition in Sandusky Township, Ohio, the teacher gave permission to the spectators to ask questions, to test the proficiency of the scholars. Several availed themselves of the opportunity, and it chanced that a dispute arose between two of the men present, which they speedily attempted to settle by a free use of their pistols, greatly to the terror of the children and the spectators. Five or six shots were fired, and one of the men received a severe wound. Fortunately no one else was injured.

A TEACHER in Fall River, Mass., after hearing a complaint from one of her little scholars that one of the boys had pointed a pistol at her, asked all the boys who had pistols to come forward. Five boys promptly came to the desk with pistols in their pockets, capped and loaded.

THE people of Raymond, Miss., deny that there has been any quarrel with fatal results between white and colored school children there.

A PRIZE of ten dollars was recently offered to any member of the Georgia Teachers' Institute who would write and spell correctly the words in the following sentence: "It is an agreeable sight to witness the unparalleled embarrassment of a harnessed pedlar attempting to gauge the symmetry of a peeled onion, which a sibyl has stabbed with a poniard regardless of the innuendoes of the lilies of the cornelian hue." Thirty-eight teachers competed for the prize, but not one was successful.

A PROMINENT article in the *Galaxy* discusses the "Higher Education in America," contraverting the views of Professor Noah Porter on that subject. The writer, who presents many thoughtful and discriminating suggestions, maintains that though we like to call ourselves a practical people, in the matter of education we are singularly unpractical. No adequate provision is made for thorough training in the principal vocations of life. Neither our lawyers, writers, teachers, nor scientists find the preparation which they need. We are unpractical because we are not theoretical. We have not even made the attempt to realize a just theory of education. Outside of Germany, we shall look in vain for the full ideal of national education. As in all the essentials of life, so in education, Germany is the most practical nation in Europe, or in the world. No other nation can produce so many men perfectly trained for every emergency, whether the work be the marshaling of an army, the building of a railroad, the revision of a code of laws, or the publishing of a Sanscrit dictionary. In this country, the great need of education is a university, which shall concentrate and at the same time diffuse knowledge which shall suit all classes of mind and character, developing talent while it lays no fetters on genius.

A CELEBRATED professor, thinking to perplex an unfortunate pupil, one day put him the following question—"Pray, sir, can you tell me how long a man may live without brains?" To which the pupil, looking up in the face of the

interrogator, promptly but unexpectedly replied—"How old may you be yourself, Professor?"

A CHAPLAIN was once preaching to a class of collegians about the formation of habits. "Gentlemen," said he, "close your ears against bad discourse." The students immediately clapped their hands to their ears.

*Punch* has the following: A capital answer—Self-made man, examining a school, of which he is manager—"Now, boy, what is the capital of 'Olland?" Boy—"An H, sir."

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#### CURRENT PUBLICATIONS.

PROF. JAMES JOHONNOT'S work entitled "SCHOOL HOUSES," is now in press, and will be published in a few weeks. Many of our readers are aware that Prof. Johonnot for a long time has been industriously preparing this book. Some years ago Prof. J. published a book on "School Architecture," which had a good demand. But the progress of the age has required another work, which we are happy to announce as nearly ready. The studies, experiences and opportunities of the author have amply prepared him to understand the deficiencies of our school-houses, and to devise wise remedies for the same.

In the country, both the plans and the construction of school-houses are committed to carpenters who have only a fair knowledge of ordinary building; and the designs for school-houses which are published have been mostly prepared by architects, who, whatever their qualifications in other respects, have had no special knowledge of school affairs. In consequence, the houses actually built, and those recommended, are too often ill adapted to their special uses. The plans of Prof. J.'s work have grown out of school experience, and while they are embodied in fine and appropriate architectural forms, in every case the architecture has been made subordinate to the use. An examination of the proof-sheets discloses



*First.* A complete exposition of the faults of school-houses as they are now constructed. These faults include, bad sites, improper surroundings, and imperfections in plans, materials, and workmanship.

*Second.* A thorough analysis of the needs of our schools and the kind of school-houses which these needs demand. The school-house should be made to accommodate the school, rather than the school to fit the school-house.

*Third.* Nearly fifty elaborate plans and elevations are given for the accommodation of almost every kind of county and village school. These plans give a large liberty of choice in these directions; THE SIZE varying from the accommodation of twenty to one hundred and fifty pupils; THE COST ranging from the minimum at which a respectable house can be built, to that of elaborate and ornamental structures; and THE STYLE varying to suit different conditions, situations and tastes.

*Fourth.* A description of school furniture suited to modern ideas of education. The principles which should be followed in constructing school furniture are first considered, and then elaborate plans and illustrations are given which embody these principles.

*Fifth.* A simple system of ventilation is described, which can be introduced at little cost, and which will furnish an unfailing supply of pure air. Directions are also given for the care of houses in which no ventilating apparatus has been provided.

*Sixth.* Plans are devised for the admission of light on scientific principles,—to avoid the arrangements which now so often result in defective eyesight. Other sanitary conditions are considered, and hints are given in regard to health.

*Seventh.* School apparatus receives due attention, and directions are given for securing and preserving valuable and inexpensive materials for showing the facts and for illustrating the principles of science.

*Eighth.* The arrangement of grounds and the construction and care of outbuildings receive attention. The gross and culpable neglect in this direction is set forth, and practical hints are given which cannot fail to interest teachers and school officers.



*Ninth.* The outlines of a practical and effective system of grading country schools are drawn. If carried into effect, this system will give to country places nearly all the advantages of classification, now enjoyed only in cities and villages.

*Tenth.* Hints concerning the conduct and management of schools, freely interspersed throughout the work, make it of special value to inexperienced teachers, as well as to school officers.

In short, this work makes a systematic effort to provide school-houses more in accordance with the present ideas of education and the spirit of the age, than those generally in use, and in making this advance to directly increase the usefulness and efficiency of the schools.

MESSRS. HARPER & BROTHERS have published "A Copious and Critical English-Latin Dictionary," by William Smith, LL.D., Editor of several Classical Dictionaries and other learned works, and Theophilus D. Hall, M. A., Fellow of University College, London. The work bears evidence of great ability, and care in its preparation. A useful index of proper names appears at the end of the volume. 964 pp.—"Motherless; or a Parisian Family," by the Author of "John Halifax, Gentleman." This book is translated from the French of Madame Guizot de Witt, for girls in their teens. It has several illustrations. 254 pages.—"The Mutineers of the Bounty" and their descendants in Pitcairn and Norfolk Islands. By Lady Belcher. It contains a map and several illustrations. 377 pages.—"Diary of the Besieged Resident in Paris," 131 pages, paper.—Of their "Library of Select Novels" we have two new volumes, 357 and 358: "Bred in the Bone," and "Fenton's Quest."

THE UNIVERSITY PUBLISHING CO. have published Holmes' First, Second, Third, Fourth and Fifth Readers. They are prepared under the supervision of George F. Holmes, LL.D., of the University of Virginia. The volumes before us look well, and we hope that they are superior in every respect to many other Readers which are having a large sale. Ere long we shall endeavor to review them.

MESSRS. HURD & HOUGHTON have issued a handsome volume entitled "The Story of My Life," by Hans Christian Andersen, the author of *Wonder Stories* told for Children. This work is now first translated into English, and contains chapters additional to those published in the Danish Edition, bringing the narrative down to the Odense Festival of 1867. It contains an excellent portrait. 569 pages.

SAMUEL R. WELLS has done well in publishing a little volume on "The Human Feet," their dress and care, showing their natural, perfect shape and construction; their present deformed condition; and how flat feet, distorted toes, and other defects are to be prevented or corrected, with directions for dressing them elegantly, yet comfortably, and hints upon various matters relating to the whole subject, with illustrations. 12mo. 202 pp.

MESSRS. MACMILLAN & CO. have recently issued "Lessons in Elementary Physics," by Balfour Stewart, LL.D., F. R. S., Professor of Natural Philosophy, Owens College, Manchester. The work shows intelligent, conscientious care in its preparation, and doubtless will prove a convenient little hand-book for the beginner. 380 pages, price \$1.25. Also "Elementary Lessons in Logic; deductive and inductive," by W. Stanley Jevons, M. A., Professor of Logic in Owens College. This too is a neat little hand-book for the student, and doubtless it is large enough to teach all the Logic which should be attempted in our schools. It contains copious questions and examples, and a vocabulary of logical terms. 340 pages, price \$1.25.

PROFESSOR GEORGE H. COOK, in his Annual Report as State Geologist of New Jersey, has given much valuable information concerning New Jersey, the Drained Lands of England and Holland, the Swedish, German and English Iron Mines, and the condition of agriculture in the several countries which he visited last year.

THE AMERICAN JOURNAL OF SCIENCE AND ARTS for April contains several excellent scientific papers, and its usual well-selected Scientific Intelligence.

PROCEEDINGS OF THE NATIONAL EDUCATIONAL CONVENTION.—The Publishing Committee of the National Educa-

tional Convention have made preparation for the publication of the proceedings of the meeting held in Cleveland in August last. The volume will contain the papers presented before the convention, and full stenographic reports of the discussions following the same. Among the papers are the addresses of Presidents John Ogden, of the Normal Association, and D. B. Hagar, of the Teachers' Association; report of Dr. J. W. Hoyt, Chairman of Committee on National University; report of Prof. W. F. Phelps, on *Course of Study for Normal Schools*; paper of Eben Tourjeé, entitled *A Plea for Vocal Music in Public Schools*; paper of Sup't. E. A. Sheldon, on *Primary Instruction*; paper of Miss Delia A. Lathrop on *The Place and Value of Object Lessons*; paper of Sup't. W. T. Harris, on *Text-Books*; and of Prof. J. H. Blodgett, on *Grammar in Common Schools*. The full reports of the discussions following these papers will give to this volume a value not possessed by any previous reports of the Association. It will also contain the addresses of Hon. F. A. Sawyer, U. S. Senator from South Carolina, on *Free Common Schools—What they can do for a State*; of Gen. Eaton, National Commissioner of Education, on *The Relation of the National Government to Public Education*; and of Sup't. J. L. Pickard, of Chicago, on *Physical Culture*. Those not members of the Convention can be supplied with copies at \$1.00 each, by forwarding the money to S. H. White, Chairman of Committee on Publication, Peoria, Illinois.

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At a club, of which Jerrold was a member, a fierce Jacobite, and a friend, as fierce, of the cause of William the Third, were arguing noisily, and disturbing less excitable conversationalists. At length the Jacobite, a brawny Scot, brought his fist down heavily upon the table, and roared at his adversary. "I tell you what it is, sir, I spit upon your King William." The friend of the Prince of Orange was not to be outmastered by mere lungs. He rose and roared back to the Jacobite: "And I, sir, spit upon your James the Second!" Jerrold, who had been listening to the uproar in silence, hereupon rang the bell, and shouted: "Waiter, spittoons for two!"

*EDUCATIONAL INTELLIGENCE.*

**N**EW YORK.—The NEW YORK STATE ASSOCIATION OF SCHOOL COMMISSIONERS AND CITY SUPERINTENDENTS will hold their Annual Convention at Utica, May 9th. We have seen no programme. THE NEW YORK STATE TEACHERS' ASSOCIATION will meet at Lockport, 25th July.

THE SEVENTEENTH ANNUAL REPORT of the Superintendent of Public Instruction for this State, recently submitted to the Legislature, by Hon. Abram B. Weaver, is like his preceding reports—an able and business-like document, giving a clear and complete statement of the present condition of education, with the progress and results of the past year. Its publication in the usual book-form for distribution will be awaited with interest by the friends of public education.

It is not crowded with superfluous matter—abstract treatises on educational topics, original and selected; but it presents facts, and discusses questions of direct importance to the educational policy and work of the State.

In another place we have printed in full, Mr. Weaver's interesting discussion on "Compulsory Attendance at School." This is a live subject, much considered of late. Legislative action has been sought by the friends of the measure. The arguments are strong and convincing, and are ably supported by facts and statistics. The source from which the article emanates will command for it wide and respectful consideration. We have space to give only a few of the more important statistics:

**SCHOOL DISTRICTS AND SCHOOL HOUSES.**—There has been a slight decrease in the number of school districts during the past school year. Eleven Union school districts have been founded under the general school act, by the consolidation of twenty-three common school districts. The number of school-houses is 11,695, of which 127 are log; 9904, frame; 1,162, brick; 502, stone. More than one-half of the log school-houses of 1860, and nearly 16 per cent. of those of 1869, have disappeared. The reported value of school-houses and sites, for 1870, is \$20,426,412—an increase of nearly \$2,000,000 since 1869, and of 4,000,000 since 1868.

**CHILDREN AND ATTENDANCE.**—The number of children

between five and twenty-one years of age, is 1,480,761. Of this number 1,026,447 attended public schools. The average number in attendance in 1870, was 64,748 more than in 1867, the last year of the rate bill system, although the average school term was more than two weeks longer.

**TEACHERS' SALARIES.**—The amount expended for teachers' salaries in 1870, was \$6,496,692.39, being an average annual salary of \$372.58, or \$10.58 per week of the average school term. In five years, the gross amount annually paid for teachers' wages has advanced nearly fifty per cent. or \$2,000,000 more than was paid in 1866. The increase in one year is \$404,511.80.

**SCHOOL EXPENSES.**—The amount expended in maintaining the common schools during the year, was \$9,905,514.22. The entire amount expended during the fiscal year ending September 30, 1870, for educational purposes, including appropriations for Normal and Academic schools, Indian schools, teachers' institutes, supervision, etc., was \$10,289,349.72.

**NORMAL SCHOOLS.**—Six of the nine normal schools provided for are in successful operation. The expense of their maintenance, the past year, was \$128,723.59. The aggregate attendance of normal students, was 1,921.

**TEACHERS' INSTITUTES.**—During the year, institutes were held in fifty-six counties, with an attendance of 10,397 teachers, an attendance exceeding that of any former year, being 80.8 per cent. of the entire number of teachers employed for the legal term in the counties where institutes were held.

**MAINE.**—The Seventeenth Annual Report of the State Superintendent is at hand. We gather from it the following statistics: Whole number of pupils between four and twenty-one, 228,167; number registered in summer schools, 121,125; average attendance, 94,429; number registered in winter schools, 132,867; average attendance, 106,602; number in winter schools not attending summer schools, 20,086; per centage of average attendance to whole number, .50; average length of schools for the year, 19 weeks 4 days; number of districts, 4,004, of which 230 have graded schools; estimated value of all school property, \$2,433,426; aggregate amount expended for schools, \$1,077,927; amount of

school fund, \$293,576; average wages of teachers per month, male \$32.27, female \$14.00. Maine stands lowest on the list in wages paid to teachers. It is worthy of notice, that while the total population of the State has increased 440 in ten years, the school population has decreased 15,753. Maine has established two Normal schools. They are not endowed, but depend on the annual bounties of the State Legislature for their support. Much space is devoted to the discussion of the following topics: Common School Systems; Normal Schools; Teachers' Institutes; Compulsory Attendance; Town High Schools, etc. On the whole, Mr. Johnson's Report shows some progress during 1870, but, it is evident, that there is still room for improvement.

INDIANA.—The Fifth Biennial Report of the Superintendent of Public Instruction, gives the following statistics: Whole number of white children between six and twenty-one years of age, 612,090, colored, 7,537, total, 619,627; number of school districts, 8,861, in 8,759 of which schools were taught during the year; pupils attending primary schools, 450,282; high schools, 12,245; average attendance in primary schools, 281,912; in high schools, 9,177; average length of schools in days, 97; number of teachers employed, male, 7,104, female, 4,722; average monthly compensation of teachers in primary schools, male, \$37.00, female, \$28.00; amount expended for tuition, \$1,810,866.53; total value of school property, \$7,282,639.30; number of volumes in township libraries, 276,799, of which 99,170 were taken out for use.

GEORGIA.—The Fifth Annual Meeting of the Georgia State Teachers' Association is to be held in Columbus, May 2d, 3d, and 4th. The President is J. M. Bonnell, D. D.; Secretary, B. Mallon, Esq. The programme seems comprehensive and well arranged, calling for a large number of papers from many prominent educators in the South. The topics are well chosen, and we expect to hear favorable reports from the meeting.

JACKSONVILLE, ILL.—The number of children between six and twenty-one years of age, is 2,836; number registered in schools, 1,682; number of teachers employed, 32; amount paid teachers, \$20,100; average cost



per pupil, \$11.95; total expenses of schools, \$39,194.49; estimated value of school property, \$135,100.

KANSAS CITY, MO.—The extent of the work done during the year 1870, is partially indicated by the following figures taken from the Report of Superintendent John R. Phillips: enumeration of youth, 3,780; number of schools, 10; school-houses, 10; number of seats, 2,060; number of teachers, 35; number of pupils taught, 3,095; average number of pupils belonging, 1,708; average daily attendance, 1,417; average cost per pupil for tuition upon number belonging, \$9.67; upon average daily attendance, \$11.65; total expenditures for support of schools, \$74,788, of which \$34,708.47 were for building school-houses.

SWEDEN.—The Government, through "the People's Schools," the elementary schools, and the universities, cares very well for the education of the boys; but the girls are not so well provided for. With the exception of the people's schools, which are intended for the lower classes, to which both sexes are admitted, there are no public schools for the education of girls generally. Some years ago the Government instituted three seminaries, two in Stockholm, and one in the diocesan town of Skara, for the gratuitous education of girls who have attained the age of seventeen, and who purpose earning their bread by tuition in schools or families. The course of instruction occupies three years, and is on a most rational and useful system. The women among the peasantry are not as a rule, ignorant, but there is evidence that education has not had a refining influence upon their domestic habits. Actual want does not exist among them, so that it cannot be offered as a palliation of their dirty habits; and, even among the positively well-off peasantry, the whole family, all ages and both sexes, sleep in one room, huddled together like pigs. They have a general aversion to fresh air, never willingly admitting it, either in summer or winter, and keeping their windows nailed down. At night they merely remove their outer garments, and never wash themselves, in even the most superficial way, more than once a week. The well-to-do peasants grow their own flax, and the women weave their household linen, and some over, which they sell.



*HARTFORD PUBLIC HIGH SCHOOL.*

WITHIN the memory of all who have passed the meridian of life, almost anything having four sides and a roof, no matter how leaky, was considered good enough for a school-house. If not absolutely built of logs, the edifice wherein our youthful tastes for sport and mischief were subject to restriction, was, at best, unsightly and in every way poorly adapted to its ostensible purpose. How we alternated between shivering and melting, with the changing seasons! Nowhere is progress more strongly marked, than in the popular appreciation of what is due to that grand exponent of civilization—the public school. The land is dotted with practical results in the shape of imposing buildings, combining in their structure the latest results of architectural and scientific experience.

Without designing invidious comparison, we will give a brief description of an Institution presenting many features worthy of commendation.

In 1839, the late Rev. George Burgess, D.D., afterward Bishop of Maine, prepared a plan for the improvement of the common schools of Hartford, Conn. Though warmly approved by the friends of educational advancement, the project languished until 1847, when a substantial building was erected for the joint accommodation of the High and Grammar schools. For twenty years this served a tolerable purpose, but the increase of population and progress of intelligence demanded larger and better quarters. Public spirit responded, and 1869 witnessed the completion of a building of which Hartford may justly be proud. It was dedicated with appropriate exercises, Jan. 4th, 1870. The building is situated upon an eminence near the public Park, surrounded by extensive and beautiful grounds, and commands a fine view of the city and adjacent country. The dimensions of the building are 100 by 85 feet, of mixed architecture, the Normal style predominating; with raised basement and Mansard roof, making practically four stories. The materials are brick, Portland freestone and Ohio sandstone. Without attempting a minute description of the

building, we would simply say that the latest mode of construction, arrangement of interior, facilities for egress, appliances for light, warmth and ventilation, security against fire and general adaptation to its object, have been secured through the intelligent application of all that experience could suggest, and science devise.

We cannot, however, refrain from particular reference to the admirable arrangements for ventilation, constructed under the direction of Lewis W. Leeds, of New York. In the south tower is a ventilating shaft eight feet square, lined with corrugated iron, reaching from basement to roof. Leading into this are ventiducts three by eight feet, one on each floor, with one of which each room is connected by several flues, ten by twelve inches in size. Under each school-room are six or more of these flues, and twenty-four under the main hall. Swivel blinds over all the doors permit free circulation of air through the corridors and up the stairs to the assembly-room—thence by large ventilators leading to one large ejector at the apex of the roof.

The entire building is heated by steam, furnished by four tubular boilers connecting with thirty-two stacks of radiators, so made that the external surface is thrice the internal; thus lowering the temperature of the passing air to a point which leaves its vitality and moisture unimpaired. The temperature of the radiators is about 160° Fahrenheit, instead of 800° to 1000°, as with common hot air furnaces. These appliances for securing a healthful temperature, combined with thorough ventilation, merit the highest commendation and deserve investigation and imitation.

The entire cost of building and grounds was \$159,247.50; the lot, including grading and fences, costing \$39,871.28; the building, \$101,778.75; the furniture and apparatus, \$10,503.31; the heating apparatus, \$7,094.16.

The institution is under the able direction of Prof. Samuel M. Capron, A.M. Each department of study is entrusted to teachers eminently qualified in their specialties. The course of study is comprehensive, and the fault must lie with the student if the most finished result of academic labor is not attained here.

L. S.



HARTFORD PUBLIC HIGH SCHOOL.